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ABSTRACT

In fall 1987, after a 5-year decline, full-time enrollment at Piedmont Virginia Community College (PVCC) rose dramatically by 18.8%. In response to the increase, a study was conducted to determine the characteristics of full-time students and the factors influencing their enrollment. The Virginia Community College System provided data on the demographic and enrollment characteristics of both full- and part-time students, and PVCC surveyed all 799 full-time enrollees to determine their reasons for attending full time. Study findings, based on a 33.67% response rate, included the following: (1) unlike part-time students, most of the full-time students were recent high school graduates, seeking an associate degree and eventual admission to four-year colleges or universities; (2) 70% of the respondents held full- or part-time jobs; (3) 66.2% were attending PVCC to prepare for transfer to a four-year institution; (4) parents and friends were rated as the most important influences on students' decisions to enroll at PVCC, though advertisements and publicity were also highly influential; and (5) 62.5% of the respondents claimed that cost was a factor in deciding to attend college. The survey instrument is appended. (AJL)

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PVCC FULL-TIME STUDENTS: FALL QUARTER 1987

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Brief No. 88-8

PVCC Institutional Research Brief July 1988

FULL-TIME STUDENTS AT PVCC: FALL QUARTER 1987

A five-year decline in full-time student enrollment at Piedmont Virginia Community College (PVCC) was dramatically reversed this past fall. Between 1981 and 1986 the number of full-times students enrolled at the college fell each Fall Quarter for a total decrease of 38.2%. Between fall 1986 and fall 1987, the number of full-time students rose by 18.8%. Largely as a result of this reversal in full-time student enrollment, PVCC set not only a record in student headcount (4,361) but also in the number of full-time equivalent students (1,770).

To determine characteristics of full-time students at PVCC, as well as factors influencing students to enroll at the college and study full-time, the Office of Institutional Research and Planning conducted a study. First, data were collected from the Virginia Community College System (VCCS) student database on demographic and enrollment characteristics of both full-time and part-time students; second, all 799 full-time students who attended PVCC during Fall Quarter 1987 were surveyed. The survey was designed to determine reasons for attending PVCC and factors influencing students to enroll full-time. Approximately one of every three full-time students responded to the survey, for a response rate of 33.67%. This brief summarizes results of the data analysis and survey, which were published in PVCC Full-Time Students: Fall Quarter 1987 (PVCC Institutional Research Report No. 5-88, July 1988).

Unlike part-time students, who were older, and enrolled at PVCC for a variety of reasons, many unrelated to obtaining a degree, most full-time students were recent high school graduates, attending PVCC to earn an associate degree and then transfer to a four-year college or university. The median age for full-time students was 20 (as opposed to 32 for part-time students), and approximately two-thirds of all full-time students graduated from high school during the past two years (1985, 1986, and 1987) and enrolled in college transfer programs at PVCC. Most also held full-time or part-time jobs while studying. Full-time students holding full-time jobs worked an average of 42.5 hours per week, while those holding part-time jobs worked an average of 22.2 hours.

Parents and friends were more influential than anyone else in helping students decide to enroll full-time at PVCC. Survey respondents also noted that PVCC advertisements and publicity were highly influential. High school counselors, PVCC counselors

(Continued on reverse side)

assigned to service region high schools, and high school faculty and staff were more influential than counselors, faculty, and staff at PVCC.

Perhaps the most influential factor for full-time students was cost. Nearly two of every three survey respondents claimed cost was a factor in deciding to attend college, and many praised PVCC both for its quality and economy. As one student wrote:

> If PVCC wasn't so inexpensive, I probably would have never even attempted to take a single credit. I have paid for my tuition/books myself, with no help from parents or financial aid . . . If it weren't for the cheap rate and the <u>good</u> education, I know I wouldn't be continuing my higher education at this time.

It is apparent that PVCC's recruiting strategies in service region high schools have, to some degree, been successful. The majority of full-time students are recent graduates from local high schools, and a number have indicated that PVCC counselors in their high schools influenced them to attend the college. PVCC needs to continue these strategies and perhaps even expand them, directing activities toward parents, who influence high school students more than anybody else when it comes to making college decisions.

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PVCC FULL-TIME STUDENTS: FALL QUARTER 1987

INTRODUCTION

Between Fall Quarter 1981 and Fall Quarter 1986 the total number of students attending Piedmont Virginia Community College (PVCC) rose, while the number of FTES (full-time equivalent students) declined.[1] Although 11.4% more students were enrolled at the college in fall 1986 than in fall 1981, 5.7% fewer FTES were generated. PVCC found itself in the unenviable position of being funded upon the number of FTES, which were decreasing, while actually having to educate and serve a growing number of students.

The increase in total student headcount and decrease in FTES was in large part due to part-time student enrollment rising 24.6% and full-time student enrollment falling 38.2% during this 5-year period,.[2]

The five-year decline in full-time student enrollment at the college was dramatically reversed this past fall. In all, 799 students enrolled as full-time students at PVCC during Fall Quarter 1987. Full-time student enrollment increased by 18.8%, and part-time student enrollment increased by 2.8% Largely as a result of this reversal in full-time student enrollment, PVCC set

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[1]One FTES is equivalent to 15 credit hours of course work. The number of FTES during any term is calculated by dividing the total number of credit hours generated by the college by 15.

[2]Any student taking 12 or more credit hours of course work during a term is classified as full-time.

not only a record in student headcount (4,361) but also in the number of FTES (1,770).

Clearly, full-time student enrollment is critical to the well being of PVCC. The purpose of this study is to determine characteristics of full-time students at PVCC, as well as factors influencing students to enroll at the college and study full-time.

METHODOLOGY

A comparison of full-time and part-time students with respect to demographic and enrollment characteristics was conducted using official Virginia Community College System (VCCS) fall 1987 end-of-quarter data. The data were collected either directly from the VCCS student database or indirectly from the Fall Quarter 1987 Student Enrollment Booklet published electronically by the VCCS.

To determine factors influencing students to study full-time at PVCC, a survey was conducted. The survey instrument, a copy of which is included in this study as Appendix A, was mailed during the winter of 1988 to all 799 fall 1987 full-time students. Slightly over one of every three full-time students responded (269 students; a 33.67% response rate).

The survey respondents were fairly typical of all full-time students. Table 1 presents the percentages of survey respondents and all full-time students by selected demographic characteris-

tics, as well as the percentage of full-time students by each demographic characteristic who responded to the survey. As can be seen, with regard to race and residence, the survey respondents were representative of all full-time students. With respect to age, respondents were slightly older, and with respect to sex, the proportion of males to females was lower.

TABLE 1: PVCC SURVEY RESPONDENTS AND ALL FULL-TIME STUDENTS BY SELECTED DEMOGRAPHIC CHARACTERISTICS (FALL 1987)

Category	Survey Respondents	All Full-Time Students	Pct. of Survey Respondents
SEX			
Male	37.17%	46.43%	26.95%
Female	62.83%	53.57%	39.49%
RACE			
White	89.59%	87.48%	34.48%
Black	6.32%	9.39%	22.67%
Other	4.09%	3.13%	44.00%
AGE (as of Spring 1988)			
Under 18	4.83%	5.26%	30.95%
18-21	53.16%	62.45%	28.66%
22-24	11.52%	10.26%	37.80%
25-34	20.82%	15.64%	44.80%
35-44	7.06%	4.76%	50.00%
45-59	2.23%	1.38%	54.55%
60 & Over	0.37%	0.25%	50.00%
RESIDENCE			
Albemarle	38.29%	36.80%	35.03%
Buckingham	2.60%	1.75%	50.00%
Fluvanna	5.20%	4.51%	38.89%
Greene	3.35%	4.51%	25.00%
Louisa	3.35%	4.76%	23.68%
Nelson	3.72%	4.01%	31.25%
Charlottesville	29.74%	28.79%	34.78%
IN-DISTRICT	86.25%	85.11%	34.12%
OUT-OF-DISTRICT	11.15%	12.39%	30.30%
OUT-OF-STATE	2.60%	2.50%	35.00%
TOTAL	..	..	33.67%

DEMOGRAPHIC CHARACTERISTICS

In terms of sex, the proportion of males to females was higher among full-time students than among part-time students during Fall Quarter 1987 (see Table 2). Approximately one-third

TABLE 2: PVCC FULL-TIME AND PART-TIME STUDENTS BY SEX (FALL 1987)

Sex	Full-Time Students No.	Pct.	Part-Time Students No.	Pct.
Male	371	46.4%	1,236	34.7%
Female	428	53.6%	2,326	65.3%

of all part-time students were males, as opposed to nearly one-half of all full-time students.

TABLE 3: PVCC FULL-TIME AND PART-TIME STUDENTS BY RACE (FALL 1987)

Race	Full-Time Students No.	Pct.	Part-Time Students No.	Pct.
White	699	87.5%	3,178	89.2%
Black	75	9.4%	317	8.9%
Other	25	3.1%	67	1.9%

In terms of race, full-time and part-time students were quite similar (see Table 3). The only difference worth noting is that the percentage of other race students (Asian, Pacific Islander, Hispanic, American Indian, etc.) was higher for full-time students than for part-time students.

TABLE 4: PVCC FULL-TIME AND PART-TIME STUDENTS BY RESIDENCE (FALL 1987)

Residence	Full-Time Students No.	Pct.	Part-Time Students No.	Pct.
Albemarle	294	36.8%	1,387	38.9%
Buckingham	14	1.8%	56	1.6%
Fluvanna	36	4.5%	172	4.8%
Greene	36	4.5%	163	4.6%
Louisa	38	4.8%	138	3.9%
Nelson	32	4.0%	147	4.1%
Charlottesville	230	28.8%	1,096	30.8%
IN-DISTRICT	680	85.1%	3,159	88.7%
OUT-OF-DISTRICT	99	12.4%	325	9.1%
OUT-OF-STATE	20	2.5%	78	2.2%

In terms of legal residence, the differences between full-time and part-time students were minor. The percentage of full-time students residing within the college's service region was 85.1% and the percentage of part-time students was 88.7%. The largest number of both full-time and part-time students were from

Albemarle County, and the second largest number were from the city of Charlottesville.

The most pronounced demographic difference between full-time and part-time students was with respect to age (see Table 5). Full-time students were much younger than part-time students. The mean, or average, age for full-time students was 22, and the median, or midpoint, age was 20. For part-time students, the mean age was 33 and the median 32. Nearly two-thirds of all full-time students were 21 years of age or younger; less than one-quarter of all part-time students were 21 years of age or younger.

TABLE 5: PVCC FULL-TIME AND PART-TIME STUDENTS BY AGE (FALL 1987)

Age	Full-Time Students No.	Pct.	Part-Time Students No.	Pct.
Under 18	5	0.6%	19	0.5%
18-21	527	66.0%	390	10.9%
22-24	87	10.9%	426	12.0%
25-34	127	15.9%	1,264	35.5%
35-44	40	5.0%	884	24.8%
45-59	11	1.4%	449	12.6%
60 & Over	2	0.3%	130	3.6%
MEAN AGE	22	..	33	..
MEDIAN AGE	20	..	32	..
MODE AGE	19	..	24	..

These data confirm the common perception that most PVCC full-time students are recent high school graduates. In fact, as can be seen in Table 6, nearly 30% of all full-time students graduated from high school in 1987, and over 60% graduated during the past two years (1985, 1986, and 1987).

Slightly over half of all full-time students graduated from public high schools located within the PVCC service region. The largest number graduating from any single high school was 148 at Albemarle, the second largest number was 83 at Charlottesville,

TABLE 6: HIGH SCHOOLS ATTENDED BY PVCC FULL-TIME STUDENTS (FALL 1987)

	HIGH SCHOOL YEAR OF GRADUATION																	
	Prior to 1970		1970-1975		1975-1980		1980-1985		1985		1986		1987		1988		TOTAL	
HIGH SCHOOL	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Albemarle	3	2.0%	3	2.0%	7	4.7%	21	14.2%	15	10.1%	31	20.9%	68	45.9%	0	0.0%	148	18.5%
Buckingham	0	0.0%	2	18.2%	2	18.2%	2	18.2%	1	9.1%	3	27.3%	1	9.1%	0	0.0%	11	1.4%
Charlottesville	0	0.0%	0	0.0%	5	6.0%	10	12.0%	12	14.5%	32	38.6%	24	28.9%	0	0.0%	83	10.4%
Fluvanna	0	0.0%	2	6.7%	3	10.0%	4	13.3%	3	10.0%	5	16.7%	12	40.0%	1	3.3%	30	3.8%
Louisa	0	0.0%	0	0.0%	1	2.9%	3	8.6%	3	8.6%	11	31.4%	17	48.6%	0	0.0%	35	4.4%
Wm. Monroe	0	0.0%	0	0.0%	2	6.5%	4	12.9%	6	19.4%	8	25.8%	11	35.5%	0	0.0%	31	3.9%
Nelson	0	0.0%	1	3.6%	2	7.1%	4	14.3%	3	10.7%	6	21.4%	12	42.9%	0	0.0%	28	3.5%
West. Albemarle	0	0.0%	0	0.0%	4	5.5%	11	15.1%	6	8.2%	17	23.3%	35	47.9%	0	0.0%	73	9.1%
SERVICE REGION	3	0.7%	8	1.8%	26	5.9%	59	13.4%	49	11.2%	113	25.7%	180	41.0%	1	0.2%	439	54.9%
In-State	10	5.1%	10	5.1%	21	10.7%	38	19.4%	23	11.7%	42	21.4%	51	26.0%	1	0.5%	196	24.5%
Out-of-State	49	29.9%	15	9.1%	26	15.9%	39	23.8%	11	6.7%	16	9.8%	8	4.9%	0	0.0%	164	20.5%
TOTAL	62	7.8%	33	4.1%	73	9.1%	136	17.0%	83	10.4%	171	21.4%	239	29.9%	2	0.3%	799	100%

NOTE: Percentages are by row except for the last column which is by column.

and the third largest number was 73 at Western Albemarle.

What is particularly worth noting is that 41% of all full-time students graduating from service region high schools did so in 1987, and 77.9% did so during the past two years. This is important because during the past two years PVCC has not only actively recruited service region high school seniors, but it has placed counselors in the largest of the area high schools. The figures in Table 6 suggest that these measures have been successful.

ENROLLMENT CHARACTERISTICS

Full-time students were much more likely than part-time students to be experiencing their first taste of college at PVCC during Fall Quarter 1987. As can be seen in Table 7, over one-third of all full-time students were classified as first-time (they had never attended any college prior to enrolling at PVCC during Fall Quarter 1987), while less than 15% of all part-time students were first-time. On the other hand, part-time students were more likely to have attended college elsewhere and then transferred to PVCC or to have attended PVCC prior to fall 1987. Proportionally, nearly twice as many part-timers as full-timers were classified as transfer students (17.3% as opposed to 9%), and while over two-thirds of all part-timers were classified as returning, only over one-half of all full-timers were returning students.

TABLE 7: PVCC FULL-TIME AND PART-TIME STUDENTS BY NEW/RETURNING STATUS (FALL 1987)

Status	Full-Time Students No.	Pct.	Part-Time Students No.	Pct.
First-Time	282	35.3%	515	14.5%
Transfer	72	9.0%	617	17.3%
Returning	445	55.7%	2,430	68.2%

Because more full-time than part-time students were new to PVCC, more were classified as freshmen (see Table 8). On the other hand, part-time students were much more likely than full-time students not to be enrolled in any degree programs. Over three-quarters of all full-time, but less than one-third of all

part-time, students were freshmen; less than 5% of all full-time, but over 50% of all part-time, students were unclassified.2

TABLE 8: PVCC FULL-TIME AND PART-TIME STUDENTS BY CLASS (FALL 1987)

Class	Full-Time Students No.	Pct.	Part-Time Students No.	Pct.
Freshmen	627	78.5%	1,033	29.0%
Sophomores	98	12.3%	402	11.3%
Developmental	40	5.0%	52	1.5%
Unclassified	34	4.3%	2,075	58.3%

TABLE 9: PVCC FULL-TIME AND PART-TIME STUDENTS BY DEGREE SOUGHT (FALL 1987)

Degree Sought	Full-Time Students No.	Pct.	Part-Time Students No.	Pct.
A.A.	198	24.8%	142	4.0%
A.S.	333	41.7%	723	20.3%
A.A.S.	184	23.0%	505	14.2%
Diploma	1	0.1%	8	0.2%
Certificate	9	1.1%	57	1.6%
Developmental	40	5.0%	52	1.5%
Unclassified	34	4.3%	2,075	58.3%

While over one-half of all part-time students were unclassified, two-thirds of all full-time students were enrolled in college transfer programs (see Table 9). In other words, while part-time students attend the college for a number of reasons, many not related to seeking a degree, full-time students were most likely to attend the college in order to transfer to a four-year college or university. Of those enrolled in college transfer programs, 41.7% were seeking the Associate of Science (A.S.) degree, and

TABLE 10: PVCC FULL-TIME AND PART-TIME STUDENTS BY TYPE OF PROGRAM (FALL 1987)

Curriculum	Full-Time Students No.	Pct.	Part-Time Students No.	Pct.
College Transfer	531	66.5%	865	24.3%
Occupational/ Technical	194	24.3%	570	16.0%
Developmental	40	5.0%	52	1.5%
Unclassified	34	4.3%	2,075	58.3%

24.8% were seeking the Associate of Arts (A.A.) degree (see Table 10). Table 11 provides more detailed information on curricula of study for both full-time and part-time students.

TABLE 11: PVCC FULL-TIME AND PART-TIME STUDENTS BY CURRICULAR PROGRAM (FALL 1987)

CATEGORY	Full-Time Students No.	Col. Pct.	Row Pct.	Part-Time Students No.	Col. Pct.	Row Pct.
Business Administration	145	20.0%	46.0%	170	11.9%	54.0%
Education	26	3.6%	33.8%	51	3.6%	66.2%
Fine Arts	14	1.9%	35.9%	25	1.7%	64.1%
General Studies	94	13.0%	17.9%	432	30.1%	82.1%
Liberal Arts	184	25.4%	61.1%	117	8.2%	38.9%
Science	68	9.4%	49.3%	70	4.9%	50.7%
AA/AS TOTAL	531	73.2%	38.0%	865	60.3%	62.0%
Accounting	14	1.9%	25.0%	42	2.9%	75.0%
Computer Programming	22	3.0%	20.2%	87	6.1%	79.8%
Draft & Design	17	2.3%	60.7%	11	0.8%	39.3%
Electronics	17	2.3%	27.4%	45	3.1%	72.6%
Management	28	3.9%	16.4%	143	10.0%	83.6%
Marketing	9	1.2%	42.9%	12	0.8%	57.1%
Nursing	29	4.0%	22.5%	100	7.0%	77.5%
Police Science	20	2.8%	43.5%	26	1.8%	56.5%
Respiratory Therapy	11	1.5%	68.8%	5	0.3%	31.3%
Science Laboratory	4	0.6%	50.0%	4	0.3%	50.0%
Secretarial Science	13	1.8%	30.2%	30	2.1%	69.8%
AAS TOTAL	184	25.4%	26.7%	505	35.2%	73.3%
Arts and Crafts	0	0.0%	0.0%	5	0.3%	100.0%
Career Studies	9	1.2%	23.1%	30	2.1%	76.9%
Drafting	0	0.0%	0.0%	6	0.4%	100.0%
Drafting and Design	1	0.1%	11.1%	8	0.6%	88.9%
Electronic Servicing	0	0.0%	0.0%	8	0.6%	100.0%
Health Technology	0	0.0%	0.0%	5	0.3%	100.0%
Law Enforcement	0	0.0%	0.0%	2	0.1%	100.0%
DIPLOMA/CERTIFICATE TOT	10	1.4%	13.5%	64	4.5%	86.5%
TOTAL	725	21.2%	33.6%	1,434	38.0%	66.4%

While all but three full-time students attended classes at PVCC's main campus, nearly one-third of all part-time students attended classes at other locations (see Table 12). Off-campus study is provided at high schools, businesses, and non-profit organizations in all service region jurisdictions.

TABLE 12: PVCC FULL-TIME AND PART-TIME STUDENTS BY LOCATION (FALL 1987)

Class Location	Full-Time Students No.	Pct.	Part-Time Students No.	Pct.
On-Campus	796	99.6%	2,521	70.8%
Off-campus	3	0.4%	1,041	29.2%

By definition, full-time students are those taking 12 or more credit hours of course work during a term. The actual number of credit hours full-time students carried during Fall Quarter 1987 is shown in Table 13. As can be seen, credit hours per student ranged from 12 to 22, with an average of 14.77 (the average part-time student load was 4.15). In all, full-time students generated 11,803 credit hours (part-time students generated 14,767 credit hours).

TABLE 13: NUMBER OF CREDIT HOURS TAKEN BY PVCC FULL-TIME STUDENTS (FALL 1987)

No. Hrs.	No. Students	Pct.	Credit Hrs.
12	146	18.3%	1,752
13	132	16.5%	1,716
14	117	14.6%	1,638
15	116	14.5%	1,740
16	87	10.9%	1,392
17	96	12.0%	1,632
18	75	9.4%	1,350
19	21	2.6%	399
20	7	0.9%	140
21	0	0.0%	0
22	2	0.3%	44
TOTAL	799	..	11,803
AVG.	..	..	14.77

EDUCATIONAL BACKGROUND AND EMPLOYMENT

As noted earlier, most PVCC full-time students were recent high school graduates. When asked to indicate the highest degree they held, the majority of survey respondents listed high school diploma (see Table 14). Two-hundred thirty-one full-time students, or 85.9% of all respondents, fell into this category.

TABLE 14: PVCC FULL-TIME STUDENTS BY HIGHEST DEGREE HELD AND PVCC DEGREE SOUGHT (FALL 1987)

Highest Degree Held	PVCC Degree Sought: A.A. No.	A.A. Pct.	A.S. No.	A.S. Pct.	A.A.S No.	A.A.S Pct.	Certificate No.	Certificate Pct.	None No.	None Pct.	TOTAL No.	TOTAL Pct.
None	2	3.0%	11	9.9%	4	5.8%	1	33.3%	0	0.0%	18	6.7%
High School	63	95.5%	90	81.1%	57	82.6%	2	66.7%	19	95.0%	231	85.9%
Associate	1	1.5%	7	6.3%	6	8.7%	0	0.0%	1	5.0%	15	5.6%
Bachelor's	0	0.0%	2	1.8%	2	2.9%	0	0.0%	0	0.0%	4	1.5%
Master's	0	0.0%	1	0.9%	0	0.0%	0	0.0%	0	0.0%	1	0.4%
Doctorate	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
TOTAL	66	24.5%	111	41.3%	69	25.7%	3	1.1%	20	7.4%	269	100.0%

NOTE: Percentage figures are by column except for the last row which is by row.

Eighteen respondents (6.7%) held no degree, 15 (5.6%) held associate degrees, 4 (1.5%) held bachelor's degrees, 1 (0.4%) held a master's degree, and none held doctorate degrees. All of the respondents listing the associate degree were PVCC graduates.

With respect to employment, approximately 70% of all survey respondents worked in either full-time or part-time jobs (see Table 15). Nearly 10% worked full-time and 60% worked part-time. Slightly over one-quarter of these students worked in jobs related to their field of study at PVCC. The majority of respondents without jobs were not seeking employment.

Most respondents worked a typical 40-hour work week. Only 7 respondents (or 3.7% of all respondents supplying information on the number of hours they worked) worked more than 40 hours. The

average number of hours worked by respondents with full-time jobs related to their PVCC field of study was 42.5, and the average for respondents with full-time jobs unrelated to their study was 39.22. The maximum number of hours worked by any respondent was 65, and the minimum was 4. The average number of hours worked by respondents with part-time jobs related to their PVCC study was 21.67, and the average for respondents with part-time jobs unrelated to their study was 19.08.

TABLE 15: PVCC FULL-TIME STUDENTS BY EMPLOYMENT STATUS AND AVERAGE HOURS WORKED PER WEEK (FALL 1987)

Employment Status	No.	Pct.	Average Work Hrs.
Employed Full-Time in Career Field Related to Study at PVCC	8	3.0%	42.50
Employed Part-Time in Career Field Related to Study at PVCC	43	16.0%	22.19
Employed Full-Time in Career Field Unrelated to Study at PVCC	18	6.7%	39.22
Employed Part-Time in Career Field Unrelated to Study at PVCC	118	44.0%	19.41
Unemployed and Not Seeking Employment	64	23.9%	..
Unemployed and Seeking Employment	17	6.3%	..

REASONS FOR ATTENDING PVCC

The fact that two-thirds of all full-time students were enrolled in college transfer programs might lead one to expect that survey respondents indicated preparation for transfer to a four-year college or university as their reason for attending

TABLE 16: PVCC FULL-TIME STUDENTS BY TYPE OF PROGRAM AND REASON FOR ATTENDING PVCC (FALL 1987)

REASON	CURRICULUM: College Transfer No.	Pct.	Occupational /Technical No.	Pct.	Developmental No.	Pct.	Unclassified No.	Pct.	TOTAL No.	Pct.
To prepare for transfer to a 4-year college or university	148	84.1%	16	9.1%	6	3.4%	6	3.4%	176	66.2%
To prepare for a career or profession	24	30.4%	51	64.6%	4	5.1%	0	0.0%	79	29.7%
To improve skills in a career or profession	2	40.0%	1	20.0%	2	40.0%	0	0.0%	5	1.9%
For personal satisfaction	1	16.7%	3	50.0%	1	16.7%	1	16.7%	6	2.3%
TOTAL	175	65.8%	71	26.7%	13	4.9%	7	2.6%	266	100.0%

NOTE: Percentage figures are by row except for the last column which is by column.

PVCC. Indeed, as can be seen in Table 16, this was the case. Two-thirds of the respondents indicated they were attending PVCC to prepare for transfer to a four-year institution. As might be expected, the majority of these respondents (84.1%) were enrolled in college transfer programs.

Most of those citing as their reason for attending PVCC preparation for a career or profession were, appropriately enough, enrolled in occupational/technical programs. Forty percent of those wishing to improve skills in a career or profession were enrolled in college transfer programs, 40% were classified as developmental students, and 20% were enrolled in occupational/technical programs. Half of those studying at PVCC

for personal satisfaction were enrolled in occupational/technical programs.

Over three-quarters of the survey respondents came to PVCC not only to fulfill one of the reasons listed above but to graduate as well. The intent of PVCC full-time students to graduate by the degree they are seeking is listed in Table 17. The intent to graduate from PVCC was highest for those enrolled in programs leading to the A.A.S. degree (90.6%), and, surprisingly, lowest for those enrolled in programs leading to the A.A. degree (65.6%). Three-quarters of those undecided about which degree to seek still plan to graduate from PVCC.

TABLE 17: PVCC FULL-TIME STUDENTS BY DEGREE SOUGHT AND INTENT TO GRADUATE (FALL 1987)

PVCC Degree Sought	Plan To Graduate From PVCC No.	Plan To Graduate From PVCC Pct.	Do Not Plan To Graduate From PVCC No.	Do Not Plan To Graduate From PVCC Pct.
A.A.	42	65.6%	22	34.4%
A.S.	78	75.0%	26	25.0%
A.A.S.	58	90.6%	6	9.4%
Certificate	2	66.7%	1	33.3%
None	15	75.0%	5	25.0%
TOTAL	195	76.5%	60	23.5%

NOTE: Percentage figures are by row.

A number of respondents not planning to graduate from PVCC noted that their goal was to transfer to 4-year colleges or universities, and transferring is possible without first obtaining a PVCC degree. In fact, many respondents felt that graduation from PVCC was a barrier to transfer to a 4-year institution, requiring additional courses at PVCC which would not be accepted

by the transfer institution. As one respondent wrote, "I will be entering the McIntire School of Commerce in the fall, 1988, and my schedule only allowed me to complete the necessary hours for transfer." Another wrote, "Because of the lack of pertinent courses and failure to cooperate and communicate with the population, graduation in a reasonable amount of time does not seem possible."

However, many respondents planning to transfer to 4-year colleges or universities did not see PVCC graduation as an obstacle to transfer. As one wrote:

> I failed out of high school twice as a senior. Piedmont has given me the chance to prove myself academically and is giving me the chance to re-establish a credible transcript and GPA that may get me into a good 4-yr. college. For all this, I am very grateful to PVCC. Thanks.

Nearly all of those respondents planning to graduate from PVCC also planned to return to PVCC during Winter Quarter 1988. As can be seen in Table 18, most planned to return as full-time students (77.1%). Only three students did not intend to continue at PVCC, and one of those planned to return at some in the future.

The percentage figures were lower for those not planning to graduate from PVCC. While 98.3% of those intending to graduate from PVCC also planned to return to the college during Winter Quarter 1988, only 76.9% of those not intending to graduate planned to return. The majority of those planning to return in

the winter also planned to graduate from the college, while the majority of those not planning to return in the winter did not plan to graduate. In other words, a relationship between intent to graduate from PVCC and retention exists. However, two of every three respondents not intending to graduate did plan to return to PVCC in the winter as full-time students.

TABLE 18: PVCC FULL-TIME STUDENTS BY INTENTION TO RETURN TO PVCC AND INTENTION TO GRADUATE FROM PVCC (FALL 1987)

TABLE X: PVCC FULL-TIME STUDENTS BY INTENTION TO RETURN TO PVCC AND INTENTION TO GRADUATE FROM PVCC (FALL 1987)

Intention to Return to PVCC	Plan To Graduate From PVCC No.	Plan To Graduate From PVCC Pct.	Do Not Plan To Graduate From PVCC No.	Do Not Plan To Graduate From PVCC Pct.
Will return each term as full-time student	138	77.1%	35	67.3%
Will return each term as part-time student	4	2.2%	1	1.9%
Will return each term either as full-time or part-time student	34	19.0%	4	7.7%
Will not return next term but will return later as full-time student	1	0.6%	3	5.8%
Will not return next term but will return later as full-time student	0	0.0%	3	5.8%
Will not return to PVCC	2	1.1%	6	11.5%
TOTAL	179	77.5%	52	22.5%

NOTE: Percentage figures are by column except the last row which is by row.

FACTORS INFLUENCING FULL-TIME ENROLLMENT

Many factors influenced students to enroll full-time at PVCC. As can be seen in Table 19, respondents felt that parents and friends influenced them the most in attending the college.

TABLE 19: PVCC FULL-TIME STUDENTS BY FACTORS INFLUENCING THEM TO ENROLL FULL-TIME AT PVCC (FALL 1987)

FACTOR	ORDER OF IMPORTANCE 1st No.	Pct.	2nd No.	Pct.	3rd No.	Pct.	4th No.	Pct.	5th No.	Pct.	6th-12th No.	Pct.	TOTAL No.	Pct.
Parents	40	14.7%	43	25.7%	22	27.2%	5	9.1%	1	2.9%	2	2.5%	113	16.3%
Friends	38	13.9%	31	18.6%	15	18.5%	10	18.2%	1	2.9%	5	6.2%	100	14.5%
PVCC Advertisements or Publicity	14	5.1%	28	16.8%	11	13.6%	7	12.7%	8	22.9%	10	12.3%	78	11.3%
High School Counselor	12	4.4%	12	7.2%	12	14.8%	5	9.1%	6	17.1%	4	4.9%	51	7.4%
PVCC Counselor (at high school)	16	5.9%	6	3.6%	8	9.9%	6	10.9%	2	5.7%	5	6.2%	43	6.2%
High School Faculty/ Staff Member	5	1.8%	8	4.8%	2	2.5%	5	9.1%	9	25.7%	12	14.8%	41	5.9%
PVCC Counselor (at PVCC)	6	2.2%	10	6.0%	3	3.7%	6	10.9%	3	8.6%	12	14.8%	40	5.8%
PVCC Faculty/Staff Member	6	2.2%	8	4.8%	1	1.2%	3	5.5%	3	8.6%	15	18.5%	36	5.2%
Spouse	13	4.8%	4	2.4%	3	3.7%	2	3.6%	0	0.0%	5	6.2%	27	3.9%
Employer	2	0.7%	4	2.4%	3	3.7%	5	9.1%	2	5.7%	9	11.1%	25	3.6%
Other	121	44.3%	13	7.8%	1	1.2%	1	1.8%	0	0.0%	2	2.5%	138	19.9%

NOTE: Percentage figures are by column.

PVCC advertisements and publicity were also felt to be important.

With respect to counselors, staff, and faculty, high school counselors were the most influential, followed by PVCC counselors assigned to area high schools, high school faculty and staff, PVCC counselors at the college, and PVCC faculty and staff. Contacting students at their high schools, in other words, is a much better recruitment strategy than waiting for them to contact the college.

The factor not listed in Table 19 which was probably more important than any other was cost. Nearly two of every three respondents (62.5%) claimed cost was a factor in deciding to attend college, and nearly all the comments on the survey were related to cost. Some of these comments are listed below.

> The fact that I could save so much money by completing my first 2 years at PVCC was the reason I came to Piedmont.
>
> I have a two yr. old son and I don't have the money all the time. I'm not on any grants or loans.
>
> At first, cost was the only reason I chose PVCC over UVa. Now, I wouldn't trade even if UVa was [the] same cost. I am very happy with my educational opportunities here.
>
> I went to a private college for 1 year and paid $7,700 for tuition. Ridiculous! Piedmont is a good education for the money.
>
> I am a single parent & if it weren't for PVCC's low tuition & Mary Baldwin's flexible ADP, it would be virtually impossible for me to attend college.
>
> PVCC is cheaper than UVa; also you can attend in [the] evening and as a part-time student. UVa doesn't allow part-time nursing students.
>
> My employment doesn't pay enough for me to pay for the cost required to attend school. Also, I only work about 30 hrs. a week. I am grateful that the school provides financial help to students that don't have sufficient funds. I think that the enrollment status has grown on account that most students are aware of the financial help offered by PVCC.
>
> I feel that the rising cost of 4-year colleges has made people look to community colleges for the first 2 years. PVCC has a good reputation in this state.
>
> I was concerned about cost, but I now have a Pell Grant which takes care of tuition and books. I only get $510 a month and need a low cost college. Plus Piedmont is close to my home.

I would've rather gone away but I decided to stay at PVCC since it's cheaper and also because I could work while attending school. I also needed to live at home to be able to use the car.

If PVCC wasn't so inexpensive, I probably would have never even attempted to take a single credit. I have paid for my tuition/books myself, with no help from parents or financial aid ... If it weren't for the cheap rate and the good education, I know I wouldn't be continuing my higher education at this time.

As a single parent, giving up employment to return to school was a risk. I did not know if I would be successful. If not, I didn't want my "experiment" to be too expensive. I also needed the experience of managing at full load and proving myself before I could be considered for admission to UVa. Piedmont has been an excellent vehicle to do both for an older student reentering the world of academics.

Definitely, [cost] was probably my major factor in attending PVCC because I could stay at home, [and] work part-time to pay for books and tuition at a fairly low rate.

[Cost] wasn't a big factor, but I would rather go to PVCC for a year or two than Longwood (where I got accepted). Then I want to transfer to JMU. I saved my parents a lot of money by going to PVCC instead of Longwood.

I would not be attending PVCC without the aid I am receiving. My grant completely covers the cost of my tuition and books. Transportation is my only expense. PVCC is much less expensive than UVa.

CONCLUSIONS

Unlike part-time students, who were older, and enrolled at PVCC for a variety of reasons, many unrelated to obtaining a degree, most full-time students were recent high school graduates, attending PVCC to earn an associate degree and then transfer to a 4-year college or university. In fall 1987, the median age

for full-time students was 20 (as opposed to 32 for part-time students), and approximately two-thirds of all full-time students graduated from high school during the past two years (1985, 1986, and 1987) and enrolled in college transfer programs at PVCC. Most also held full-time or part-time jobs, working an average 22.6 hours per week.

Parents and friends were more influential than anyone else in helping students decide to enroll full-time at PVCC. PVCC advertisements and publicity also helped influence people to enroll full-time at the college. High school counselors, PVCC counselors assigned to high schools, and high school faculty and staff were more influential than counselors, faculty, or staff at PVCC.

Perhaps the most influential factor for full-time students was cost. Nearly two of every three survey respondents claimed cost was a factor in deciding to attend college, and many praised PVCC both for its quality and economy.

It is apparent that PVCC's recruiting strategies in service region high schools have, to some degree, been successful. The majority of full-time students are recent graduates from local high schools, and a number have indicated that PVCC counselors in their high schools influenced them to attend the college. PVCC needs to continue these strategies and perhaps even expand them, directing activities toward parents, who influence high school students more than anybody else when it comes to making college decisions.

APPENDIX A

PVCC FALL 1987 FULL-TIME STUDENT SURVEY

NAME_____ SSAN_____

1. Have you attended college prior to Fall Quarter 1987 (please check ONLY one response)?

   ____ No. ____ Yes, I have attended PVCC.

   ____ Yes, I have attended another college.

2. Please list your highest degree.

   ____ Doctorate. ____ Master's.

   ____ Bachelor's. ____ Associate.

   ____ High school diploma. ____ None.

3. Did you graduate from high school within the past 3 years?

   ____ Yes. High School Name _____ Graduation Year: 198__.

   ____ No.

4. What is your employment status?

   ____ Employed full-time in a career field. ____ Employed part-time in a career field.

   ____ Employed full-time, but not in the career field I plan to enter.

   ____ Employed part-time, but not in the career field I plan to enter.

   ____ Unemployed, but not seeking employment (e.g., full-time student, homemaker, etc.).

   ____ Unemployed, but seeking employment.

5. If you are employed, how many hours per week do you work? _____.

6. Why did you decide to attend PVCC as a full-time student?

   ____ To prepare for transfer to a four-year college or university.

   ____ To prepare to enter a career or profession.

   ____ To improve skills in my career or profession.

   ____ For personal satisfaction.

7. Do you intend to graduate from PVCC? ____ Yes ____ No.

   COMMENT _____

   _____

   _____.

8. Do you intend to return each term until you either graduate or fulfill your goal in attending PVCC?

_____ Yes, I will return each term as a FULL-TIME student.

_____ Yes, I will return each term as a PART-TIME student.

_____ Yes, I will return each term, sometimes as a FULL-TIME student, sometimes as a PART-TIME student.

_____ No, I will not return each term, but when I do enroll it will be as a FULL-TIME student.

_____ No, I will not return each term, but when I do enroll it will be as a PART-TIME student.

_____ No, I do not plan to return to PVCC again.

COMMENT _____

_____

_____.

9. What factor(s) influenced you to first enroll at PVCC (place a "1" beside the most influential factor, a "2" beside the next most influential factor, and so on).

_____ PVCC counselor (at high school).

_____ PVCC faculty or staff member.

_____ High school faculty or staff member.

_____ Spouse.

_____ Employer.

_____ PVCC counselor (at PVCC)

_____ High school counselor.

_____ Parents.

_____ Friends.

_____ PVCC advertisements or publicity.

_____ Other (please list) _____.

10. Was cost a factor in deciding to attend college? _____ Yes _____ No.

COMMENT _____

_____

_____.

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